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ABSTRACT

A four-step program for appraising the performance of college presidents in the Los Angeles Community College District is outlined. The steps include: (1) an agreement between the president and the chancellor regarding the content of the president's job and the relative importance of major duties; (2) a definition of the president's goals for each responsibility along with a timetable for their attainment; (3) an agreement between the chancellor and the president on check points for the evaluation of the president's progress and means by which to measure it; and (4) a review by the chancellor and the president of the president's efforts to meet previously established goals. A list of six positive advantages this proposed program entails, and seven recommendations for further appraisal are included. Standards for satisfactory presidential performance are outlined in eleven areas: planning, organization, development or recruitment of administrative personnel, policy formation, establishment of performance standards and review for administrative staff, morale, fiscal control, educational program supervision, community relations, relationship with the chancellor, and presidential self-development. An administrative effectiveness appraisal rating scale completes the document. (LH)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT
PRESIDENTIAL EVALUATION PROCESS
1976-77

1. Board wanted to evaluate presidents

2. Finally delegated to chancellor

3. Committee formed: Edward Liston, Chairman
   Eugene Pimentel
   John Anthony

   a. Meets with chancellor to determine charge to the committee

   b. Committee developed draft of instruments

   c. Instruments discussed and revised at all day Cabinet meeting

   d. Committee submits final draft to chancellor for approval

4. Evaluation: Individual conference with chancellor (President brings evidence of accomplishments and chancellor supplies input from district staff.)

5. Chancellor reviews with Board of Trustees and makes recommendation on salary increase

6. Results communicated to president by chancellor

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JC 780 084

PRESIDENTIAL PERFORMANCE APPRAISAL

The primary objective of any performance appraisal is the improvement of performance on the job. The appraisal procedure must not stop at an examination of the past; it should move on to the preparation of some plan for future action based on what has been learned from past experiences. The appraisal process should also assist the president in his professional development as the leader of the college, identify strengths and limitations of the president, and harmonize the president's own perceptions of his performance with the opinions of others.

The following four-step program is proposed for the appraisal of presidential performance in the Los Angeles Community College District. The plan could also be used to evaluate other college and district administrative personnel.

Here is capsule form, is the program:

1. The president discusses his concept of his role as president with the Chancellor and they agree on the content of the job and the relative importance of his major duties - the things he is paid to do and for which he is accountable. (See Standards of Performance attached). There should be a full understanding and a common accord on how much importance is attached to the various aspects of the position, with duties and their importance likely to vary from college to college.

2. The president establishes clearly defined targets (goals) for each of his responsibilities together with a time table for attainment. The targets selected should be challenging; they should represent improvement over the results thus far achieved. At the same time they should be realistic; they should be attainable within the period selected. Of utmost importance, the entire target program should be manageable. The president's target program should grant explicit recognition to self-development goals and bring them into some sort of balance with goals concerning job responsibilities.

3. The president meets with the Chancellor to discuss his target program. Check points are established for the evaluation of his progress and ways of measuring progress are selected. (Check points are merely appropriate points at which progress can be evaluated.) It is necessary and valuable to have explicit discussions between the Chancellor and the president on the measurement problems involved in the targets which have been agreed upon. The president, at this step, should write down his targets, check points and the means of measurement.

4. The Chancellor and president meet at the end of a designated time period to discuss the results of the president's efforts to meet the targets he had previously established. Hitting the target should not be the sole measure of success. The most important thing is the results achieved by the total process of establishing targets, striving to attain them, and analyzing what intervenes between planned and actual performance.

When a judgment must be made, the president should be evaluated on his ability to set targets as well as his abilities to attain them.

The proposed program has six positive advantages.

1. The president knows in advance the basis on which he is going to be evaluated.

2. The Chancellor and president both agree on what the president's job really is.

3. The program takes place within the Chancellor-President relationship and should strengthen this relationship.

4. The program has a self-correcting characteristic which tends to help college presidents set targets that are both challenging and attainable.

5. The program provides a method of spotting training needs, and the Chancellor can see where a president needs help.

6. This appraisal approach treats as a total process a president's ability to see an organizational problem, devise ways of attacking it, translating his ideas into action, incorporate new information as it arises, and carry his plans through to results.

The following additional recommendations should be considered:

1. Adoption of the program should be announced well in advance of the time initial actions are to take place.

2. Each person involved should have time to talk the new procedures over with the Chancellor, with peers, and other associates.

3. Everyone involved should be given time to think through his ideas about the relative importance of various parts of the job.

4. A full evaluation should be conducted at least every three years with check points for feedback purposes established on a semi-annual basis.

5. A president's yearly self evaluation and the college's annual reports should be supportive of the assessment process.

6. The establishment of an evaluation process for presidential performance should be accompanied by the institution of a term appointment (5 years) to provide a reasonable time period for the president to carry out the established objectives of his program.

7. A review and appeal process through an individual's peers must be established.

STANDARDS OF PERFORMANCE - PRESIDENT

I. Satisfactory performance in respect to planning has been attained when -

The College Master Plan has been approved or reaffirmed by the Chancellor and the objectives within the plan are known to all college administrators.

A Facilities Master Plan consistent with the College Master Plan has been approved by the Chancellor.

A College Annual Report reflecting the current state of the college in relation to the Master Plan has been approved by the Chancellor.

A budget has been prepared that is consistent with the needs of the institution and the objectives outlined in the Master Plan.

II. Satisfactory performance in respect to organization has been attained when -

1. A currently effective organization chart, clearly identifying lines of authority, exists in writing covering all college administrative positions, and is known to all administrators.

2. Written job descriptions accepted by the individual and approved by the immediate supervisor, and defining the major areas of responsibility and the specific duties and authority, exist for all administrative positions and have been reviewed jointly by the administrator in the job and his supervisor within the preceding twelve months.

3. No question as to the extent of an administrator's authority or responsibility has arisen without appropriate revisions or clarification having been made in the job descriptions concerned.

III. Satisfactory performance in respect to the development or recruitment of competent administrative personnel has been attained when -

1. For at least three-quarters of all administrative positions a potentially satisfactory replacement has been identified within the college and a specific written program exists for his development.

2. At least one staff development session has been held with management during the past year involving at least 75% of the administrative staff.

3. At least one-third of all administrators have participated in some specific program operated by an outside organization (AMA, University, trade or professional associations, etc.) for the improvement of job performance during the past twelve months.

4. Not more than one-quarter of administrative job openings in the past two years have been filled from outside the District.

5. For each new administrative level position created during the last twelve months, a tentative position description and job specification was prepared prior to the selection of an individual to fill the position.

IV. Satisfactory performance in respect to the establishment or approval of policy has been attained when -

1. College policy statements exist in writing, readily available to all administrators.

2. No question requiring a policy decision by the President has arisen a second time without the written policy being in existence.

3. Policies have been established only after discussion of alternatives with the administrator responsible for the carrying out of the established policy.

V. Satisfactory performance in respect to the establishment of Performance Standards and a periodic performance review for administrative staff has been attained when -

1. Currently effective written Performance Standards developed jointly by the administrator and his immediate supervisor, and specifically accepted by both, exist for all administrative positions.

2. A formal review of job performance, compared with established standards, has been carried out with each administrator at least twice during the preceding twelve months.

3. Where administrative performance has been found sub-standard in any respect, a specific program for improvement has been established in writing with the administrator by his immediate supervisor after the review meeting, and a copy of such program has been furnished to the president.

VI. Satisfactory performance in respect to the maintenance of a high level of administrative morale has been attained when -

1. There is no evidence to indicate that the attitude or morale of administrative personnel is less than good.

2. Each administrator, wherever located, has had the opportunity to talk individually and at length with the President at least once in the previous twelve months.

3. Not more than two administrators whose performance was satisfactory resigned or requested transfer (other than retirement) during the preceding two years.

VII. Satisfactory performance in respect to fiscal control has been attained when the college has operated within the confines of the allocated budget during the preceding fiscal year.

VIII. Satisfactory performance in respect to supervision of the educational program has been attained when the president can demonstrate that he has taken a leadership role in the academic affairs of the institution during the preceding year.

IX. Satisfactory performance in respect to community relations has been attained, when -

1. There is evidence that news events concerning the college have been covered by the local news media.

2. There is evidence that college administrators are active and respected in their local communities as indicated by their active participation in local community organizations.

X. Satisfactory performance in respect to relationships with the Chancellor has been attained when -

1. There has been no complaint by the Chancellor as to lack of information regarding college policy, programs or activities.

2. The president's job description and Performance Standards have been reviewed, and specifically approved, by the Chancellor during the preceding twelve months.

XI. Satisfactory performance in respect to presidential self development has been attained when each college president has -

1. Submitted a plan for self development to the Chancellor.

2. Accomplished the objectives, as outlined in the plan, to a reasonable degree.

ADMINISTRATIVE EFFECTIVENESS APPRAISAL

Exceeds Standards		Meets Standards	Average	Needs Improvement		Unsat-isfactory	Don't No
7	6	5	4	3	2	1	X

____ 1. Ability and willingness to handle responsibilities of position.

____ 2. Attends to details effectively.

____ 3. Instills enthusiasm for professional goals.

____ 4. Judges people perceptively and fairly.

____ 5. Keeps abreast of new developments and innovations in higher education.

____ 6. Makes sound decisions.

____ 7. Plans effectively and imaginatively.

____ 8. Resolves or ameliorates human conflicts.

____ 9. Says "no" effectively.

____ 10. Understands and uses modern management procedures.

____ 11. Willingness to appraise situations and problems impartially.

____ 12. Works effectively with faculty members.

____ 13. Works effectively with other administrators.

____ 14. Works effectively with students.

____ 15. Potential for advancement

____ Composite rating.

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